

UNIVERSITY PUBLICATIONS

University of Texas

AUSTIN 12

The University of Texas Publication

No. 4609

March 1, 1946

THE LATIN LEAFLET

Issued by the Department of Classical Languages in conjunction with
the Texas Classical Association in the interest of Latin
teaching in the high schools of Texas

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W. J. Battle, H. J. Leon, Mrs. Minnie Lee Shepard,
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Latin Week Number

By

Mrs. Minnie Lee Shepard,
Educational Policies Committee,
Classical Association of the Middle West and South

Price Ten Cents

Additional copies may be obtained from University
Publications, The University of Texas

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PUBLISHED BY THE UNIVERSITY FOUR TIMES A MONTH AND ENTERED AS
SECOND-CLASS MATTER AT THE POST OFFICE AT AUSTIN, TEXAS,
UNDER THE ACT OF AUGUST 24, 1912

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.

Mirabeau B. Lamar

TEXAS LATIN WEEK

April 15-19, 1946

DEDICATION



TO THE TEXAS STATE JUNIOR CLASSICAL LEAGUE

is dedicated by the editor for all the Texas classical teachers this 1946 *Latin Week* number of *The Latin Leaflet*, together with a song,
with unstinted praise

For their energy and ability in organization and in functioning as a state-wide group

For their enthusiastic coöperation in all classical projects

For their ardent and active interest in "handing on the torch of classical civilization to the modern world"

SONG OF THE JCL

(Tune: *Good King Wenceslas*)

We are the Junior Classical League,
Enrolled in the ranks of Latin;
Pugnamus proelia sine fatigue
Et exsultim gaudemus.

Chorus

Io the Junior Classical League,
Io, io, io, O!
Io the Junior Classical League,
Io, io, io, O!

Our signum is the lighted torch,
Which borne by many thousands
Stult(am) ignorantiam will scorch,
Viamqu(e) incendet caecis.

Chorus

Praeceptum nobis est illud:
The torch of classical culture
Shall be passed on and understood,
Et exstinguetur numquam.

Chorus

Io the Junior Classical League,
Io, io, io, O!
Io the Junior Classical League,
Io, io, io, O!

(Note: A less ringing tune, but usable with these words, is *Auld Lang Syne*.)

MESSAGE FROM THE PRESIDENT OF THE TEXAS CLASSICAL ASSOCIATION

The President to each member of the Texas Classical Association S.P.D.:

Congratulations on a successful year in the face of many difficulties! Each Latin teacher should feel a real satisfaction in the work done, and I would say to each in Virgil's words:

. . . Contra audentior ito
qua tua te Fortuna sinet.

Please convey to your students the grateful appreciation of the Classical Association for their excellent coöperation in carrying out the program of work of the State Junior Classical League.

Let the State Committee remember our date at Waco on April 27. We anticipate a day of comradeship and inspiration. Ave atque vale.

MESSAGE FROM THE PRESIDENT OF THE TEXAS STATE JUNIOR CLASSICAL LEAGUE

Dear Members of the Texas State Junior Classical League:

You are familiar with our program as outlined in the first edition of *The Torch*: a Publicity Scrapbook Contest, designed to inspire the chapters to boast openly of the value and importance of Latin today; the JCL Point System, which gives each member a chance to do his utmost in the classical cause; the writing of "pen-pal" letters in the hope that all chapters will realize that they are vital links in the chain of a great project; and an Essay Contest. In addition, our aim has been not only to increase our membership, but to inspire all chapters to participate to the fullest in our various activities.

Our next great project is LATIN WEEK, proclaimed for April 15-19. We want this celebration to obtain a place in the history of Texas State JCL such as no preceding one has achieved. With the vigorous efforts of all chapters anything can be done! Particularly do we expect all chapters to do their share toward helping secure the American Academy in Rome Membership.

We feel sure that at the end of the year a highly successful year in the annals of the Texas State JCL can be reported, success being measured by as broad use as possible of our combined powers.

MAXINE TANKURSLEY, President,
Texas State Junior Classical League.

TEXAS STATE JUNIOR CLASSICAL LEAGUE

Organized in Waco January 11, 1941, with 175 members present, the Texas State Junior Classical League is enthusiastically moving forward.

There have been two annual conventions and three war-time business sessions. The first annual convention was held on The University of Texas campus June 10, 11, and 12, 1941, with 239 attending—23 sponsors, 34 visitors, and 182 members. The second was held June 4, 5, and 6, 1942, on the Southern Methodist University campus, with 153 members attending. The third annual meeting and the fourth as well were one-day business meetings held in Waco. The fifth, also a business meeting, was held in Cleburne May 12, 1945.

The primary purpose of the League is to band the 1,280 Texas youth, comprising the 25 active chapters, closely together for the service of the classical cause. To keep the chapters in contact during the school months, Miss Tankursley sends a mimeographed bulletin each six weeks to all the chapters, with lively information of the various activities. Also, she has mailed cards to all the Latin teachers in the State where there was no chapter, urging that one be formed. "It doesn't look as though we have done so well as yet, but we definitely added one chapter, and perhaps we have helped make the active ones a little more active."

ACTIVITIES OF WACO JCL CHAPTER

Miss Elor Osborn, Sponsor, writes: "Our JCL has been active this fall. Our officers had two meetings during the summer to make plans; I think this helped. Also helpful for attendance have been contests among classes and a prize drawing at each meeting. We began with a wiener roast, honoring all members of the Latin Department. Later programs included a Roman circus with chariot-racing tricycles and such contests; a patriotic program of Roman heroes with a very effective reading of Macaulay's "Horatius at the Bridge"; a JCL birthday celebration with cake and song—"Laeta dies tibi"; a Thanksgiving offering on the altar of Ceres, which provided food for a needy family; a "Battle of the Sexes" quiz program; a debate on whether the Romans were justified in imposing their civilization on the Gauls; and a Christmas social featuring a former Waco High School Latin student, who talked about the Roman sights he saw in Italy with the Air Force."

1946 LATIN WEEK

THEME: THE LATIN HUMANITIES IN AMERICAN LIFE

For the theme of our LATIN WEEK celebration, and for an attractive folder, carefully outlined to illustrate the manifold influence of classical civilization upon our own life and times, we are indebted to Miss Lenore Geweke, of the Committee on Educational Policies for The Classical Association of the Middle West and South.

It is to be presumed that teachers will celebrate as usual with posters, exhibits, radio announcements, contests; auditorium program with songs, playlet, or pageant; open house, tea, picnic, or banquet; talks to students of junior high, with distribution of *Latin Week* newspapers; talks or skits to service clubs in the town.

POSTERS

Those who have observed *Latin Week* from year to year are familiar with posters that illustrate this year's theme, but some new ideas may be secured from the folder mentioned. Some special stress might be given in several posters to one theme, for instance, *The Classical in American Architecture*, as follows:

1. After a preliminary study of the distinguishing features of Greek and Roman architecture, types of columns, and such terms as capital, architrave, frieze, cornice, entablature, pediment, podium, pilaster, peristyle, cella, colonnade, etc., let pupils bring post card pictures of buildings in their town that show classical influence, and make a poster of them.
2. Let talented pupils draw enlarged details, such as columns, for another poster.
3. Make drawings showing Roman contributions, such as the arch.
4. Use post cards of the many handsome buildings with classical lines in our Nation's Capital.
5. Make a poster of Monticello and the University of Virginia, with a few apt quotations from their designer, Thomas Jefferson.
6. Make a grouping of famous old homes of America.
7. Secure from travel literature or National Geographic Magazine views of classical buildings in other American countries.

If one chooses to have fun with signs of the zodiac, intriguing posters might contain under a drawing of each sign, with its Latin name, statements from astrology magazines about characteristics of persons born under that sign. Paris High had a paper on this subject at one club meeting.

SKITS AND PAGEANTS

"The play's the thing," it seems, for the most popular type of auditorium or assembly program. Skits on various subjects may be secured from the Classical Service Bureau, Vanderbilt University, Nashville, Tennessee.

Original ones give scope to the students' talents for writing, as well as to teachers'. The Hitler-Caesar playlet in last year's bulletin, written by Miss Ilanon Moon of Conroe High, was very popular. Why should we not have a booklet of original ones?

PLANS OF CONROE HIGH SCHOOL FOR 1946 LATIN WEEK

"For Latin Week this year," writes Miss Ilanon Moon, teacher, "we plan to put on an assembly program every day. That is not so hard for me as it sounds, for I always work out plans to get as many departments in our school as possible to help us. The mechanical drawing and shop departments make our equipment and do the advertising. Our school board always generously pays all expenses that we incur."

Monday morning assembly: The Hitler-Caesar playlet, brought to date.

Tuesday morning assembly: A dancing act, "Caesar," prepared by the girls' physical education classes, assisted by the orchestra.

Wednesday: A playlet, "Give Back My Legions."

Wednesday afternoon: Annual Tea, given in the Home Economics Cottage, with the department preparing the table, and the Latin Club bringing the refreshments.

Thursday: Musical program in the auditorium, piano and pipe organ numbers illustrating classical ideas, such as "Narcissus," "Dance of the Sylphs," and "Danse Macabre." The latter can be used as a background for explaining Roman ideas of death and immortality.

Friday morning assembly: A Roman Contest in the Arena. The arena is the gymnasium, and the boys' physical education classes and the band are furnishing the program. The Latin Club will don togas, elect a Caesar, and, sitting on the stage, will turn thumbs down on the slightest provocation.

Friday night: Annual Banquet, given at the hotel.

AMERICAN ACADEMY IN ROME MEMBERSHIP

1945

FORTUNA BONA ANNUIT COEPTIS

Truly, fortune "has smiled upon our beginnings." During the 1945 Latin Week, we began the ambitious and far-reaching project of securing permanent membership in the American Academy in Rome for The University of Texas, and thereby untold advantages for future Latin students of our State. Just as the year ended, a \$100 bond, given by Miss Lourania Miller of Forest Avenue High, Dallas, carried us to our goal for the first year. With her name and gift added to the list published in the September 22, 1945, issue of *The Latin Leaflet*, our total stands at \$1,000 in bonds and \$8.00 in cash and stamps.

1946

PERFICIAMUS COEPTA

As stated in last year's Latin Week bulletin, the American Academy in Rome Fellowships, amounting to about \$2,000 a year, are open on a competitive basis to students of a supporting college only. The Academy has 38 of the leading colleges and universities in the United States as supporting members; that is, each contributes \$250 a year, or has contributed a lump sum for a 'membership in perpetuity,' which is now \$7,500. Our aim is to secure for The University of Texas such a perpetual membership, and we made a good start last year.

It was never in our thoughts, however, that our classical teachers and students could contribute the full amount needed for the membership; but we could not justifiably ask help of others until we had proved our own interest and willingness to give and work.

For the 1946 Latin Week, let us endeavor to secure a bond from schools that have not contributed, and then contributions from friends of the

classics. Texas has many well-to-do citizens who are philanthropically minded and would assist us if approached.

Only Series F Bonds should be bought, made out as follows:

Texas Classical Association, an unincorporated association
Austin, Texas

Mail the bond, or check if you prefer, to Dr. D. A. Penick, Professor of Classical Languages, Main Building 2707, The University of Texas, Austin 12, Texas.

HOW SCHOOLS EARNED MONEY LAST YEAR

Austin: by individual gifts, with names posted on an honor board.

Cleburne: by selling votes at one cent each for a Queen of Latin.

Conroe: a seeress read prophecies at 25 cents each from the Sibylline Books.

Dallas, Forest Avenue: by a booth, "A Trip to Hades," at the school's annual Fun Frolic.

Fort Worth, Polytechnic: by votes in a Judgment of Paris Beauty Contest.

Goose Creek: slave auction sale.

Greenville: votes at 5 cents each in a Judgment of Paris Beauty Contest.

Port Arthur, Thomas Jefferson: students bought war stamps for two weeks for the bond.

Waco: by selling slices of cheese cake made from Cato's recipe for 10 cents and by auctioning a whole cake.

Conroe has already made money for its 1946 bond by sponsoring at Christmas the movie, "The Sign of the Cross." At the same showing was a delightful comedy, "You Hit the Spot," a Paramount release, with the gods on Mt. Olympus, in technicolor.

NEWS OF THE ACADEMY

Writing from Rome, Stephen B. Tanner, a member of the Radio Intelligence Corps, says: "At 10:30 A.M., June 5, 1944, eleven hours after the capture of Rome, I visited the American Academy and found the building intact and immaculately cared for. Several of the staff were in their studies: Prof. Van Buren was in his office and Col. De Daehn in the library. It appears that they had been working daily—war or no war. Since members of the staff who chose to stay in Rome during the war received only about a third of their salaries, and that by devious routes, their monthly income had not been sufficient to cope with the cost of living at inflationary prices. All were lean when I saw them, but all were cheerful."

Of interest to teachers in secondary schools is the following statement from the letter of Miss Charlotte E. Goodfellow, Secretary of The Classical Society of the American Academy in Rome: "To encourage teachers of the classics in secondary schools, the trustees hope to establish ten scholarships for the summer session." She adds that in the prize scholarship competition for 1945 six seniors were candidates: two from University of Cincinnati, and one each from Columbia, Cornell, Fordham, and Vassar.

When will a student from The University of Texas be able to compete?

From the editor of *The Classical Outlook*, Dr. Lillian B. Lawler: "Your American Academy in Rome project is great. My year in Rome, as Academy fellow, was the most marvelous year of my life; it will be a fine thing if that experience may be made available to a Texas teacher."

1945 LATIN WEEK

United in the celebration of a single theme and in the pursuance of a common goal, Texas Latin teachers, students, and organizations had the most successful *Latin Week* in their history in 1945. Commendation and requests for our *Latin Week* bulletin came from several out-of-state people, one request being for sixty copies for the teachers of a state planning to organize their first *Latin Week*.

Though reports from several schools were given in the fall issue of the LATIN LEAFLET, these are repeated here in order that a complete record of activities may be preserved in the *Latin Week* issue. The reports from Kilgore, Longview, and Marshall are taken from THE TORCH, as they were not sent to us.

Abilene: Miss Myrtle Trantham sent a copy of the Caesar 2000th Anniversary celebration program staged by her pupils, that was a "huge success." Five scenes, introduced by Clio, Muse of History, and interspersed with music by the Glee Club, were as follows: Council of the Gods, followed by a dance of the Nymphs; Judgment of Paris; Assassination of Caesar; Anthony's Speech; America Today.

Austin: Among other activities, Miss Helen Hill and her Latin Club built and operated a booth for the sale of war stamps, and filled fifteen boxes for the Junior Red Cross. They had numerous posters, gave talks over the radio and to junior high schools, held an assembly program, and contributed a \$50 bond to the American Academy in Rome membership project.

Cleburne: *Latin Week* began on Sunday, with Latin students attending church in a body. That evening Miss Allene Gray, teacher and sponsor, entertained the officers of the JCL chapter with a buffet supper at her home. On Tuesday evening, the coronation of the "Queen of Latin" took place in the auditorium. Following the colorful coronation, the Queen explained the purpose of Latin Week and its special significance this year—the 2000th anniversary of Caesar's invasion of Britain. Music and a playlet, "A Day Without Latin," concluded the program. There followed an hour of games and dancing in the gymnasium. Prospective Latin students from the junior high were honor guests. On Thursday evening, open house for parents was held in the clubroom at the high school. Music and the "Trial of the Latin Language" made up the program. Ushers, dressed in togas and sandals, directed the guests to see the display of classroom work, posters, miniature Roman weapons, a Roman camp, Caesar's bridge, teaching aids, awards, and booklets and cards sent by boys in service. Other activities of the week included tests on words in the English classes, library exhibits, bonds and stamps dedicated to Latin students in the service, the purchase of a bond for the Cleburne chapter with the proceeds from "hash dances," and the presentation of a \$25 bond to the AAR membership drive.

Conroe: Miss Ilanon Moon sent the *Latin Leaflet* for the second time a beautifully prepared booklet of the Latin Week activities in her school. For this celebration, she wrote two skits: "Caesar Meets Hitler in Hell," published in our bulletin, and "The Ides of March," a daily broadcast in the form of a serial, pointing out parallels between decaying Roman democracy and similar trends in our own society. At an assembly, pupils of the Spanish department, called "Modern Latin" in honor of the occasion, pointed out the relation of Spanish to Latin, and honor awards were given to more than sixty per cent of the Latin department. There were exhibits in the library and over the school. A particularly effective display in a down-town show window had a four-foot tall Caesar Imperator, cut out by the Shop boys from masonite, and painted to give the effect of a statue. Suitable posters were on either side. One poster read: "Practically our whole war vocabulary is of Latin derivation." Words followed under these titles: The Army, Weapons of War, The Fighting Front, The Home Front, and The Diplomatic Front. There were essays, press articles, a tea for faculty and friends, a picnic, a banquet, and for the \$25 bond for the AAR, membership, palm reading by Spurinna from the Sibylline Books, found

"in the very bottom of the sack when Conroe boys took part in the sacking of Rome."

Dallas: Miss Lourania Miller of Forest Avenue High wrote that her students celebrated with skits, songs, editorials, honor awards, a banquet, and a booth at the school's Fun Frolic night, called "A Trip to Hades," from which money was made for their gift of a \$25 bond to the AAR membership.

Fort Worth: Miss Anna Gardner wrote that Paschal High celebrated with a tea, exhibits, essays, a show to raise a \$50 bond for the AAR, and that in addition a \$50 prize was awarded to the senior Latin student with the highest grade.

Polytechnic High, reported Mrs. Ellis, had appropriate displays, the Hitler-Caesar playlet, and a Judgment of Paris contest for money for the \$25 bond for the AAR membership.

Galveston: Mrs. I. H. Devine had at Ball High only modified activities because of an evaluation program in progress at the school. The Latin students wore badges, put up a poster exhibit, and raised money for a \$25 bond for the AAR membership.

Goose Creek: The complete program of Robert E. Lee High as formulated by the Latin teacher, Sherman W. Childres, was printed in last year's *Latin Week Leaflet* and reappeared in the December *Classical Journal*. These special items deserve mention, however. Printed invitations were issued for a lecture and reception; memorandum booklets, with Texas Latin Week and the date on the front page and a calendar on the back, were given as favors during the week; a printed booklet, called "Memories," contained the banquet menu, program, a list of the officers and members of the JCL, and blank pages for autographs and memories; a \$25 bond was given the AAR fund; students wore (and wear throughout the year) felt arm bands with the JCL insignia; first place winners in a contest for ninth grade students won two handsome trophy cups and five silver dollars, and were honor guests at the banquet. The contest announcement had on the back the JCL insignia, beneath which was a cut of an owl with "If you are wise, you will enter this." Inside the folder appeared "CONTEST," with a smaller cut of the JCL torch on each side, and below the following: WHO—All ninth grade students of Horace Mann and Baytown Junior High Schools are eligible. WHAT—Simply list reasons why you intend to take Latin next year,—or why you do not intend to take Latin. HOW—List reasons in ink on regulation notebook paper. This is not an essay contest; merely list your reasons. WHEN—Before noon, March 15th. Attach entry blank to your paper and place in JCL box which you will find near your principal's office. WHY—Every student who enters the contest will be an honor guest of the Junior Classical League at its Annual Play-Day Picnic one Saturday in April. *First-place winners will be honor guests at the Latin Department's annual banquet. **Two beautiful trophy cups and five silver dollars will be presented to winners in a fitting ceremony during Texas Latin Week. There followed an entry blank for name of participant, address, homeroom teacher, and at the end, "Be wise and Latinize."

Greenville: Latin Week, reports Mrs. Norine P. Morris, was observed by every means possible. Tags were worn during the week; bulletin boards were filled with posters on English derivatives, curious facts about Rome and the Romans, and mottoes and proverbs; the programs of the activity rooms for Tuesday and Wednesday were sponsored by the JCL; the auditorium program was given by the Latin pupils; a tea dance honoring the freshman students was given in the gym; and a progressive dinner honored the graduating seniors. A beauty contest brought more than \$75; a \$25 bond was given the AAR project, another bond was given the most representative graduating senior taking Latin; \$10 was given to the Pan-American Student Forum, and \$9.00 in prizes to winners in an auditorium quiz contest. Letters were sent to freshman students advising Latin.

Kilgore: Latin students, wearing tags with "2000," aroused curiosity; many posters were displayed in senior and junior high schools; at an all-school spring dance the entertainment consisted of a modern version of the history of Troy; there was a banquet at the Kilgore Hotel.

Longview: On Monday of Latin Week a program was presented over the school-wide address system; on Tuesday, open house was observed for parents and friends, with exhibits; on Wednesday, there was a covered-dish luncheon, and an assembly program featuring "A Roman Style Show," and a playlet "The Nymphs" was given at the senior and junior high schools; on Thursday evening, the club had a skating party; and "A Day Without Latin" was given over the speaker on Friday morning, and that evening there was a dance. A \$25 bond was sent the AAR fund.

Marshall: "Roamin' Romans" was presented in assembly, a Latin banquet was held, and a \$25 bond given the AAR fund.

Paris: Misses Sallie Seckel and Martha Hankins prepared for the Caesar celebration with articles in the Latin paper, *Hodie et Heri*, with such topics as: "Roman Voting," "The Roman Army," and "Julius Caesar." A special Latin Week edition of the paper was issued and given to the junior high schools. A radio program, given in the evening so that parents might listen, consisted of Latin songs, derivation of words in the news, a choral reading from Virgil, and a talk on Roman marriage customs. A derivative quiz was given all English students in the high school, in which Latin students made a score of 23 out of a possible 30, others, a score of 16. An assembly program presented two skits, "Apologies to the Romans and Horace Heidt" and the Hitler-Caesar playlet from the *Latin Leaflet*. Tags in the shape of the Texas map with an owl and the words, "Be wise and Latinize," were worn throughout the week, and talks on the value of Latin were made to eighth-grade students. Open house was held on the last day in the gymnasium, which was decorated with flowers and posters showing the value of Latin in the business world. Three skits were given: "A Day Without Latin," "How Latin Helps in Other Subjects," and "What's the Use?" Tea was served the 225 guests by freshmen club members. The *Paris News* carried an article each day about activities.

Port Arthur: Miss Burdette Smyth's report was sent by Cecil Provence, consul. The importance and value of Latin was made the theme of a pageant program at the weekly meeting of the JCL. Another activity was the publishing of the club paper, "Excelsior," with articles on the significance of Latin, cross-word puzzles in Latin, and plans. A \$25 bond and \$4.00 in stamps were sent the AAR fund.

San Antonio: *Alamo Heights*, reported Miss Jane McReynolds, had the coöperation of the Art Department in making effective posters. Representatives of the club spoke to the last two years of the junior high school on the value of taking Latin; a \$25 bond was presented the AAR fund.

Thomas Jefferson observed Latin Week, according to Miss Pearl West, with exhibits and various activities. Prospective and all interested students of the senior and junior high schools were invited to a "Double or Nothing" program. Each Latin class was allowed one contestant, and so seriously did each contestant take his responsibility that he won the highest award, sixty-four cents, for his class. The president of the Senior class, a Latin student, was master of ceremonies, and made his questions from the notebooks kept by the students. After the program, tea was served. It is of great interest to note that the Latin Department, according to report, ranked highest of the academic departments in the school's evaluation last year.

Terrell: Mr. Wronker had his students read "The New Deal in Old Rome" by H. J. Haskell as a Latin Week project.

Texarkana: Miss Ida McCain of the Junior High sent a personal gift of a \$25 bond to the AAR fund. Her students celebrated with posters and tags with "2000" on them.

Waco: Misses Elor Osborn and Doris Thompson held a memorable celebration in Waco High, that culminated in a banquet at which Eta Sigma

Phi awards were given and two \$100 bonds were presented the AAR fund, one by the JCL and teachers and one by Mrs. Marian C. Butler, Principal. Mrs. Shepard spoke to the ninety guests present on interesting events of her trip to Italy. On Monday badges were given to teachers and students, invitations to Tuesday's open house were issued, and mottoes were printed in colored chalk in all the classrooms. Posters and exhibits were displayed in all classrooms, hall cases, library, Public Library, and in some down-town show windows. On Tuesday, the Latin magazine, NUNC ET TUNC, published four times a year, went on sale as a special Latin Week number. That afternoon open house was held in the library with Mrs. Butler as featured speaker. During the week Latin was spread all over Waco; students gave talks to six down-town service clubs, and a student was interviewed over the local radio, WACO. Students from 10B Latin classes presented "A Day Without Latin" at the North and the West Junior High Schools. There was much excellent publicity in the local press.

West Junior High (Mrs. Mabel Hughes, teacher) entered the essay contest, sponsored by THE TORCH, made posters, wore badges, attended the senior high banquet and presented a song number, and made money for a \$25 bond for the AAR fund.

North Junior High (Mrs. Sendon, teacher) gave the Hitler-Caesar playlet, and made money for a \$25 bond for AAR fund by a slave auction, and gave a musical number at the senior banquet, and entered essay contest.

Wills Point: Mrs. A. M. Provence's students attended church in a body, wore badges all week, talked to lower grades, prepared the food and program for the annual banquet, and held open house with exhibit display of posters, at which tea was served. The Hitler-Caesar playlet was given at one program, a picture show under the sponsorship of the club at another. A picnic on Friday ended the celebration.

The University of Texas: Under the auspices of the Classical Club, Dr. Leon gave a public lecture with slides on "Roman Britain," and the following week Dr. Penick spoke on "The Christianization of Britain." Dr. Battle and Mrs. Shepard arranged a display of colored prints of Pompeii in the library's display cases, and Dr. Battle arranged another of his rare and old editions of Virgil in the Rare Book Rooms. The Classical Language staff, assisted by the Classical Club, held its annual tea for students and friends in Dr. Battle's library. The club gave a \$25 bond to the AAR fund, and several individual bonds were given.

NEWS OF CLASSICAL FOLK

Two members of the Department of Classical Languages of The University of Texas, who have been on leave in the armed services, will resume their teaching in the spring semester.

Major O. W. Reinmuth entered Military Government School in September, 1943, in January, 1944, became a member of Training Staff of the Military Government School at Shrivenham, England, then member of SHAEF Staff, London, Education and Religious Affairs Branch. In March, 1945, he was transferred to Versailles, U.S. Group Control Staff, from there to Germany in the Education Branch at Frankfurt, and later to Berlin as Chief, Higher Education Section, and Deputy Chief for Education Branch. After his return to Washington last October, Major Reinmuth worked in the War Department, recruiting civilian personnel for the Military Government.

Lieut. Commander Oscar S. Powers entered the Navy in July, 1942, and after several months at New Orleans and San Antonio, was stationed in London, Versailles, and for seven months at Frankfurt, as linguist and personnel officer on the Intelligence Staff with the Commander of the U.S. Naval Forces in Germany.

Dr. L. C. Houck will continue through the spring with his work in Washington, where he has held one of the higher positions in the Office of Strategic Services.

Prof. H. E. Gibson of the Texas Lutheran College, Seguin, directed the carol singing for the University Classical Club Christmas party. He has

directed these now for several years, and the carols would not be the same without his leadership, Miss Bertha Casey's accompaniment, and Dr. Battle's explanations.

Dr. W. J. Battle has edited and published the memories of his father, Dr. Kemp P. Battle, President of the University of North Carolina from 1876-1891, under the title of "Memories of an Old Tar Heel." The book is now in its second printing by the University of North Carolina Press.

Miss Lourania Miller of Forest Avenue, Dallas, suggests that, when we finish the American Academy in Rome membership, we direct our energies toward establishing two summer scholarships for high-school teachers at the University. This is another excellent reason for finishing the membership project as soon as possible.

In the January number of *The Texas Outlook* is an article entitled "For the Common Defense" by Mrs. Marian C. Butler, principal of Waco High School.

Mrs. Myrtle Clopton with an indomitable spirit writes that she is busy with pupils in the afternoon, and still finds teaching the most interesting thing she does, as always.

Mrs. June Nickel Smith, former Latin teacher, returned to the University last summer to complete her M.A. degree, with a minor in Latin. Her thesis subject is "The Present Status of Latin in the Texas High-School Curriculum as Revealed by a Survey of Recent Trends in Modern Educational Philosophy." Mrs. Smith is now in Schenectady, New York, with her husband, Lt. W. J. Smith, U.S. Navy, and little daughter, Susan June.

Mrs. H. J. Leon has correspondence students in the classics scattered over the world in the armed forces. A beautiful scenic greeting from one came at Christmas from far away Japan.

BRIEF SUMMARY OF THE PRESENT STATUS OF LATIN IN THE TEXAS HIGH-SCHOOL CURRICULUM BY MRS. JUNE NICKEL SMITH

The period of investigation covered in this study is between the years 1933-1934 and 1944-1945. In the year 1933-1934, 331 schools taught Latin; records show a drop to 311 schools in 1935-1936, to 257 in 1937-1938, and to 223 in 1939-1940. A slighter decrease was noted in 1941-1942, when the number dropped to 212. In 1943-1944, only 188 schools offered Latin, a drop of 143 schools since 1933-1934. Reports were not complete for the year 1944-1945.

The number of schools offering three and four units of Latin remained relatively constant throughout the ten-year period; the decline of schools offering three units was greater than those offering four. The greatest decline was in the number offering two units, this group being largely composed of schools in the smaller towns.

For the school year 1933-1934, 11 per cent of the total number of Texas high-school students in the schools reporting were enrolled in Latin; in 1937-1938, 9 per cent; in 1939-1940, 8 per cent; in 1941-1942, 8 per cent; in 1943-1944, 6 per cent. Although the reports for the year 1944-1945 are not complete, the data are somewhat favorable to Latin. Of the 83 schools reporting, 38 schools, or 46 per cent, indicate an increase in the percentage of students enrolled in the classics.

ENROLLMENT NEWS, 1945-1946

From all reports, there is an increase in the Latin enrollment, especially in the number of beginning classes. The University of Texas had two beginning sections in Latin in the winter semester, and two additional in March. There was also an increase in Greek, with one new section to begin in March. Several of the students are veterans, who learned abroad the importance of language study and of Latin as a basic language. Under a new schedule for all foreign languages, the beginning classes in Greek and Latin meet five days a week, with four semester credit hours.

Miss Elor Osborn of Waco High says that she is encouraged by a fine third-year class, and that there are two more Latin classes the second term than the first.

Mr. A. O. Goldfinch writes that Latin had been put out of Galena Park several years ago, but as a favor to him and in response to the requests of several students, he was allowed to reinstate it. About half of those who completed the first year wished to continue, so that he had two classes with 31 in the first year and 15 in the second. Mr. Goldfinch completed his M.A. degree in Latin at The University of Texas in the summer of 1945.

Thomas Jefferson High in San Antonio, reports Miss Pearl West, is more than holding its own, as there are six classes with an enrollment of 145.

Austin Senior High has a mid-year beginning class for the first time in years. Miss Helen Hill adds that she was informed by the attendance officer that Latin was the only language increasing in the school. There is also a beginning mid-year class in the University Junior High.

Prof. H. E. Gibson reports that ten per cent of the enrollment at his college, Texas Lutheran College, Seguin, took Greek the past year. Latin is not taught.

Miss Anna Gardner of Paschal High, Fort Worth, writes: "We are now registered for the new semester, and I have full classes. I hope the increased enrollment at my school in Latin is indicative of a general swing back to fundamentals. I had only 97 last spring, and this fall I had 153; now I have 156. My great satisfaction is in having 81 in second year, who will now begin reading Caesar."

CONCERNING VISUAL AIDS

(A letter from Dr. W. W. Freeman, Professor of Latin and Director of Audio-Visual Instruction, East Texas State Teachers College.)

The Latin teachers were called upon to improve their instructional methods in line with recommendations of the Classical Investigation, which was initiated in 1920 or just twenty-five years ago. Teachers of languages have long sought to introduce concrete objects, pictures, models, and dramatizations into their class work. They took over the slide-projection method ("magic lantern" of the nineties) fostered in travelogues in pictures by Underwood, Keystone View, and other companies. They also demanded books richly illustrated with pictures showing the houses, dress, transportation, ornaments, religion, political life, and everyday affairs of ancient peoples. More recently their Classical Bureau has provided the best of such materials in inexpensive form for Latin teachers and others. They have placed statuary in many schools and in other public places. Coins, manuscripts, and other realia have been used. Among the first activities was the class project of erecting a small "Caesar's Bridge" on the campus or a model of it in the classroom. For Latin teachers "words" have been so analyzed as to make them "objects" which have been historically erected into the several modern languages; that is, Latin teachers have made Latin vocabulary, inflection and syntax real while making them functional for all serious students of English or other vernacular. Moving pictures dealing with ancient sites and with ancient civilizations have been shown. Kodachrome slides are newer but in use. Post cards in colors have long been used in opaque projectors to afford illustrated journeys for those not able to visit the classical world itself.

I am myself a pioneer instructor in "Visual Education" in Texas and must admit my enthusiasm for visual aids and materials that grew out of the advances made in the field of Latin studies. Few teachers have done more to escape "verbalism" than have Latin teachers. They have done this in two main ways: (1) using supplementary visual aids to clarify meanings; (2) helping students to master language as a means of thought. "When better instruction is given, the Latin teachers will give it." Pity that the shallow theories and ineffective materials and content of most school-play of today were put into the grueling tests that Latin has passed during the last thirty years! But remember, visual aids are a *means* and not an end. Amusing "activities" are also a means only, and may contribute little if any toward desirable ends or goals in education. Personality calls for *effort* on the part of students and for *guidance* on the part of instructors—if sound personality and liberal understanding are to be attained. There is a bad way to use a good aid, and there are many poor

"activities" as well as some good ones poorly, if at all, directed. Our age calls for realism and understanding. Teachers already overwhelmed with a multiplicity of activities, subjects, or content are now facing confusion in the uncritical use of audio-visual aids. We wish other teachers may do as well as Latin teachers have done.

THE CLASSICS UNDER THE NAZIS

O. W. REINMUTH

Contrary to the impression sometimes conveyed in discussions of the place of the classics in Nazi education, the study of Latin was not practically done away with under the Nazi regime. What the Nazis did do was to require all secondary school students in the two principal types of schools to study Latin, while sharply reducing the time devoted to Latin and Greek in the *Gymnasia* which were allowed to survive. By decree of 29 January, 1938, the Reich Ministry recognized only two types of secondary schools—the *Oberschule* (Upper School) as the dominant type, and the *Gymnasium* as the subsidiary type.

In 1940, there were in Germany 1,438 Upper Schools and 191 *Gymnasia*. (The figures here and throughout are for the same area.) In all these schools, Latin was a required subject with the exception of the Upper Schools for Girls, Home Economics Branch, where the only language requirements was 27 hours of English. In the Upper School for Girls, Language Branch, 10 hours of Latin and 30 of English were required; in the Upper School for Boys, Science Branch, 30 hours of English and 18 of Latin; Language Branch, 36 hours of English and 24 of Latin. In the *Gymnasia*, 12 hours of English and 35 of Latin and 30 of Greek were obligatory. In the Adolf Hitler *Schulen*, secondary schools which the Nazis formed for the training of their party leaders, the curriculum was essentially the same as that in the *Oberschulen* and *Gymnasia*.

In 1935, on the other hand, there had been 1,150 *Gymnasia*, *Realgymnasia*, and *Reformrealgymnasia*, 607 *Oberrealschulen*, and 71 *Deutsche Oberschulen* (not to be confused with the Nazi creation called simply *Oberschule*). The language requirement other than German in these schools was as follows: in the types of *Gymnasia*, respectively, 48 Latin hours, 34 Greek and 15 modern language; 38 Latin, two modern languages 27 and 20 hours; 16 Latin, two modern languages, 43 and 22 hours; *Oberrealschule*, no Latin, two modern languages, 40 and 22 hours; *Deutsche Oberschule*, no Latin, two modern languages, 44 and 13 hours.

The net result of the Nazi reorganization of the secondary school, so far as language study is concerned, was to provide all students with the advantages of some Latin study, while no group had access to the rich benefits of the fuller language program, especially the classical education of the *Gymnasia*. Since the majority of the students entered the universities by way of an *Abitur* from the *Gymnasia*, one might say that the Nazis deprived their prospective university students of a thoroughgoing classical education. Many German university professors with whom I spoke about this matter felt that the generally recognized marked deterioration in the caliber of university students was in part the direct effect of this policy.

GIVE US LATIN TEACHERS!

For several years there has been a cry among classicists: "We're losing pupils! School after school is dropping Latin from its curriculum. How can we save the situation?" Now that the tide is beginning to flow again up the Latin channels, there is an equally loud cry: "Where can we find teachers? Give us more Latin majors!"

With several of the older teachers retiring from age or illness, and some of the younger remaining in the more lucrative positions secured during the war years, Latin begins to suffer from a lack of teachers. Teachers of Latin in the high schools might help by urging their pupils to major in classics at college, with the assurance that teaching positions await them. If further inducement is needed, they might be reminded that all the Latin majors at the University of recent years have married before or after graduation, or after one or two years of teaching!

The situation, seriously, is acute, not only in Texas but elsewhere, as mentioned in the January *Classical Outlook*: "One college in Indiana had eighty-five requests for teachers of Latin last year, and could furnish only fourteen candidates." It is time to do something. Perhaps one of the answers is more college scholarships and fellowships in the classics for advanced students.

THE UNIVERSITY OF TEXAS TEACHERS APPOINTMENT COMMITTEE REPORT CALLS FOR LATIN TEACHERS, 1945-1946

College: Latin—Spanish	1
High School: English—Latin—Spanish	8
Latin	2
Latin—Spanish	3
Total	14

CANDIDATES AVAILABLE

High School: Latin—English	4
Latin	2
Latin—Math	1
Total	7

ANNUAL LATIN COMMITTEE MEETING

Miss Anna Gardner, President of the Texas Classical Association, has called a joint meeting of the State Executive Committee and the Tournament Committee for Saturday, April 27, at 11 A.M., at the Hamilton House, 152 Austin Avenue, Waco. There are several matters of importance to be discussed, among them the resumption of the State Latin Tournament. A full attendance is desirable.

1946 LATIN WEEK REPORTS

Written reports of Latin Week, with copies of press articles and details of the celebration, should be brought to the committee meeting or mailed to the editor of the Latin Week issue of *The Leaflet*, Mrs. Minnie Lee Shepard, Main Building 2606, The University of Texas, Austin 12, Texas.

GIVE BACK MY LEGIONS

PLAYLET BY ILANON MOON,

Teacher of Latin, Conroe High School

Our high-school playlet for this year, "Give Back My Legions," is a reminder of one of the incidents in the long, dramatic struggle between Roman and Teuton.

The scene is laid in the Roman army camp at the confluence of the Weser and the Werra Rivers in North Germany, in the year 9 A.D.

Since several days intervene between the first and second scenes, the curtain will be drawn for a moment at the end of the first scene to indicate the passage of time.

Cast of Characters

Quintilius Varus, governor of the province and commander of the Roman army of occupation.

Numonius Vala, legatus and second in command.

Arminius, a German prince, educated at Rome and made a Roman *eques*.

Sirpicus, a Roman centurion.

Clemens, a Roman centurion.

Varus is a charming, middle-aged Roman with dark hair and eyes. Though not fat, he has the fullness of figure indicative of advancing middle age. He is kindly, expansive, and cordial. A widely experienced administrator and confidential friend of the Emperor Augustus, he has all the poise, self-confidence, and easy hauteur of the rulers of the world. He is dressed in the uniform of a general.

Numonius Vala, aide to Varus, is several years older than his superior. His hair is flecked with gray. Tall, lean, hard, and every inch the soldier, he is distinctly the field general type. Twenty years with the Roman legions in Germany have left him with no illusions about human nature as typified by the Germans. His eyes are keen and move analytically over everything before them. His voice is quiet but carries with it the thrust of the Roman broadsword. He does not smile. He sees nothing to smile about in Germany. He too wears the uniform of a general.

Arminius is a big, handsome blonde of about twenty-five. He is taller than the Romans. His fine, athletic physique shows off to striking advantage in the scanty bear-skin (deer, goat, or any other skin) draped loosely around him. He moves with the grace and agility of a tiger and his bright blue eyes are quick to see every weakness of his adversary.

Sirpicus is a typical Roman soldier in the uniform of a centurion.

Clemens is also a centurion, but in the capacity of messenger through the German lines, he is disguised as a German, wearing a skin such as the German tribesmen wore.

The curtain rises on the typically Roman field office of Quintilius Varus. A large table sits at right center facing left. On it lies a silver paper knife, an official seal, and several scrolls. Behind the table is an empty chair.

In the center, to the left of the large table and facing squarely down stage, sits a smaller table. There are several scrolls and a bottle of ink on it.

On the back wall behind the smaller table hangs a large map of North Germany.

At the left is a chair or stool.

At the smaller table sits Numonius Vala. He is busy at his writing.

A knock is heard on the door at left.

Vala (Continuing with his writing): Come in.

Sirpicus (Enters from left, carrying a scroll in his left hand and a javelin horizontally in his right. He advances to a place some three feet from the table, stops and waits. When Vala looks up, he salutes by raising his javelin, his arm straight, high above his head and bringing it straight down at arm's length in front of him slightly to the right of his right toe): Centurion Sirpicus reporting with a letter to the noble Varus from the faithful Arminius.

Vala (Coldly, with emphasis on the word "faithful"): The faithful Arminius?

Sirpicus: Yes, sir.

Vala: Leave off the "faithful" after this.

Sirpicus: Yes, sir.

Vala (Indicates Varus' table): Put the letter on the Governor's table.

Sirpicus lays the scroll on the end of the large table, turns, salutes smartly and starts to the door at left. Vala stares straight ahead, obviously making up his mind about something.

Vala (Sharply): Centurion.

Sirpicus (Now almost to the door, turns smartly and salutes): Yes, sir.

Vala: Did Arminius specifically instruct you to say "the faithful Arminius?"

Sirpicus: Yes, sir.

Vala (Narrows his eyes, nods curtly): That's all.

Sirpicus salutes, turns and goes out at left. Vala dips his ink and goes back to his writing. In a moment Varus enters from right.

Varus (Expansively): Good morning, Vala. (Comes to his chair and pulls it back to sit down.)

Vala: Good morning, Governor. (He points to the scroll on Varus' table.) A letter from Hermann.

Varus (Goes to the end of the table, picks up the scroll and asks amiably): Why do you persist in calling Arminius "Hermann"?

Vala (Shortly): I call him the name his father gave him.

Varus (Belittling the fact): But his father is a German.

Vala (Sarcastically): Which makes Hermann also a German.

Varus (Reasonably): But Arminius is a Roman citizen. He is more than a Roman citizen. He is a Roman knight. He was educated in Rome. He is a commander of Roman troops. He led the Emperor's legions against

the Dalmatians and Pannonians. He is a thoroughly civilized naturalized Roman.

Vala (Emphatically): His Roman culture is a veneer. Beneath the veneer of Arminius the Roman is Hermann the German.

Varus (Goes back to his chair and sits down at his table, the letter still unopened in his hand. He smiles indulgently): You're a great officer, Vala. But wouldn't you be just as good a general if you had a little more confidence in human nature and a bit of tolerance for the Germans?

Vala (Looks directly into his eyes): I haven't served twenty years in the armies of Rome against these barbarians without learning something about them. *(Puts down his pen and leans forward with both elbows on the desk)*: You haven't forgotten that I served with both Drusus and Tiberius?

Varus (Amiably): Certainly not. That's one reason you're my aide.

Vala (Quietly and doubtfully): Am I really an aide?

Varus (Dismissing the idea as nonsense): Of course you are. I couldn't do without you.

Vala (Calmly): But you are doing without me, — — — *(He pauses, still looking directly at Varus)* on the most fundamental issue, the issue that above all else involves the safety of the empire.

Varus (Good-naturedly): Nonsense, Vala. I'm just not as severe as you.

Vala: You refuse to accept the Germans as they are. You make them what you want them to be and treat them accordingly,—a policy doomed to disaster.

Varus (Grinning indulgently and relaxing in his chair with a gesture of resignation): All right, tell me again about German psychology. I'll try to remember it and *(pauses, then adds facetiously)* save the empire.

Vala (Leans back in his chair, crosses his arms over his chest and speaks with absolute seriousness): First of all,—as I have told you so often before—the Germans are infantile. They have an innate tendency to avoid responsibility for their own acts. They throw themselves absolutely and completely in the hands of a leader,—and it's always the wrong leader.

(He pauses. Varus nods.) Their second characteristic grows out of the first one. They have paralysis of the psyche.

Varus (Grins): Which in plain Latin means they have no conscience.

Vala (Ignoring Varus' facetiousness): No matter how brutal, how vicious, how treacherous they have been, they feel no sense of guilt,—their leader told them to do it. In their code, lies, deception, chicanery are the mark of intelligence.

Varus (Still facetious): I know some Romans like that.

Vala (Still ignoring the levity): When they lose a battle, or a war, it was not through lack of courage, ability, or strength. *(Sarcastically)*: Somebody stabbed them in the back, or their leader failed.

Varus (Reasonably): But my dear Vala, that is our business in Germany. We're here to educate the Germans out of these barbarous ideas, and bestow on them the blessings of Roman civilization.

Vala (Impatiently): Which they emphatically do not want. It's a mistake to imagine everybody wants our civilization.

Varus: But look at the courts, the judges, the lawyers, and civil officers we have in Germany. They're functioning perfectly. Among the traits of the Germans you neglected to mention is a quiet submissiveness to the army of occupation. *(Opens his arms in a gesture of relaxation)*: Why, they're the easiest, most agreeable people I ever ruled.

Vala (Sorry for his ignorance): They're looking for your weaknesses. Give one evidence of irresolution, yield one step, grant one favor, show one regard for his sensibilities and the German interprets it as a confirmation of his claim that we are a weak, deteriorating people; soft, and ready to fall prey to his conquests.

Varus: Nonsense, Vala. The Germans are just as human as the rest of us. *(He takes a silver paper knife from the table and breaks the seal on the scroll.)*

Vala (Unfolds his arms and sits back to his table): But they think they're super-human,—the master race. *(He picks up his pen and dips it in the ink)*: They do not understand kindness. To them kindness is weakness.

Varus puts the scroll on his table and begins to unroll it. Vala adds one more warning.

Vala: East and west of the Rhine are two different worlds, Varus,—with two different kinds of reasoning. (*He begins to write.*)

Varus (*Finishes unrolling the scroll, spreads it out on his table and reads it with a pleased expression. He looks up and chuckles*): So Arminius cannot be trusted. Listen to this. (*Vala stops writing, but holds his pen in his hand*): He says he wishes to see me immediately on matters that pertain greatly to Rome. (*Reads from letter*): "I shall reach there not long after the bearer of this letter." (*Looks up delighted*): He should be here any minute now.

Vala dips his pen and turns back to his writing. Varus takes up his seal, stamps two documents, then walks over to the map on the wall and begins to study it. Vala continues to write. After a moment there is a knock on door at left.

Varus: Come in.

Sirpicus (*Enters armed with the javelin, advances to the table and salutes Varus who has turned from the map to face him*): The fai—(*casts a furtive glance at Vala*) Arminius to see the noble Varus.

Varus: Send him in.

Sirpicus salutes and goes out at left. Varus turns back to the map. In a moment Arminius enters from the door at left. Varus turns from the map, moves around from behind Vala and comes to greet him with his hand outstretched. They shake hands.

Arminius (*Bowing low over Varus' hand*): Noble Varus.

Varus: Glad to see you, Arminius. (*He leans back jocosely and runs his eyes up and down Arminius' fine physique*): What, not wearing the uniform of a Roman officer?

Arminius (*Apologetically*): I'm more acceptable to the Germans in this.

Varus (*Facetiously eyeing the skin around Arminius*): You Germans can stand that kind of garb. When I go in my bear (bare) skin, I nearly freeze. (*He glances at Vala.*)

Vala (*Glances up*): Good morning, Hermann. (*He returns to his writing.*)

Arminius (*Bows and flashes a charming smile*): Greetings, General.

Varus (*Indicates the chair at left. His manner is most cordial*): Sit down, Arminius. (*He goes to his chair at the table.*) Arminius waits until Varus is seated before sitting down.

Varus: What's this important news you have?

Arminius (*Respectfully*): I regret to be the bearer of it, noble Varus. But the fact is, a dangerous insurrection has broken out among the tribes between us and the Rhine.

Varus (*Smiles*): Come, come, Arminius. You don't regret an insurrection. You Germans love to fight.

Arminius (*Humbly*): My countrymen are barbarians, noble Varus. Rome must bear with them. Conquering them, we become the guardians of their welfare and responsible for — (*he hesitates, trying to think of the right word*).

Vala (*Still writing*): Feeding them.

Arminius (*opens his hands, palms upward, in a gesture of helplessness.*

Varus (*Clears his throat and the atmosphere, he hopes*): These revolting tribes, Arminius,—what measures do you suggest we take with them?

Vala puts down his pen, folds his arms on the table, leans on them and watches Arminius closely.

Arminius: This is September. Winter will soon make military maneuvers extremely difficult. I suggest that we advance against them with your whole force,—all three legions.

Varus (*looks at Vala questioningly.*

Vala (*Emphatically and with stress on the word "trustworthy"*): I suggest that you send your most trustworthy spies to find out the exact extent and importance of the insurrection.

Arminius (*Humbly*): Pardon me, General, but while the spies are collecting information, the legions will lose valuable time. The rebellion will spread. Cut off from our bastions on the Rhine, our position here is precarious.

Vala does not reply but continues to look searchingly at Arminius during the rest of the conversation.

Varus (Leaning forward in his chair): How many German auxiliaries can you furnish me?

Arminius: Several thousand.

Varus: How soon can you have them ready to march?

Arminius: In about three days.

Varus (Gets up from his chair, goes to the map, studies it a moment then turns to Arminius who has been eyeing him closely as if to probe his thoughts. So intent, in fact, has he been on Varus that he has not noticed Vala's studying him in the same manner): If I led the legions on ahead, you could follow with the auxiliaries.

Arminius (Smiling): I could do better than that. These loyal German tribesmen can take a short cut and meet you.

Varus (Looks back at the map then turns again to Arminius): What is the nearest route to the revolting tribes?

Arminius: Along the Weser through the mountains.

Varus (Slowly considering): And the forests. A very difficult terrain.

Arminius (Eagerly—a bit too eagerly, a reaction not wasted on Vala): Yes, but with your faithful German auxiliaries to flank the legions, it is the surest, safest, and quickest way.

Varus leaves the map, folds his arms over his chest and walks up and down behind the table in deep thought. Vala straightens in his chair, his sharp eyes traveling from Arminius to Varus.

Varus (Stopping suddenly at the end of his table): Go gather your auxiliaries. I'll lead the legions out tonight.

Arminius arises.

Varus: We'll meet you in the mountains along the Weser.

Arminius (Comes to attention in the best Roman style): Is that an order, Sir?

Varus: It is an order.

Arminius salutes by raising his flatly-opened hand to his forehead, the palm parallel with his profile. Varus returns the salute. Arminius turns and leaves at left.

Vala watches him until he is out, then dips his pen and turns back silently to his writing.

Varus goes back to his chair, but he does not sit down. He stands beside it looking at Vala. Vala continues to write.

Varus (Expansively): Speed is the greatest element in military strategy.

Vala continues to write.

Varus: Isn't it?

Vala (Looking up, coldly): Yes, if action is necessary at all.

Varus (Indulgently): You still don't trust Arminius, do you?

Vala: I do not. *(He begins to write again, then looks up):* There probably isn't any insurrection.

Varus (Disregarding his seriousness): Nonsense, Vala. What object could Arminius possibly have in reporting a fictitious insurrection?

Vala (Leaning forward tensely, pen in hand): To lure you and your legions into the forest and destroy you.

Varus (Moves toward the end of the table): That's ridiculous, Vala. Arminius has proved his loyalty to Rome so often it's stupid to question it.

Vala (Still leaning forward tensely): Tell me, Varus, what is to prevent Hermann from meeting you in the mountains with foes instead of allies?

Varus (Impatiently): Nothing except the fact that he is a loyal Romanized commander.

Vala (Narrowing his eyes): Which makes him all the more dangerous as an enemy.

Varus (Lightly): By Jupiter, Vala, I believe you're slightly cracked on the subject of Arminius.

Vala (Dryly): I know you are.

Varus (Emphatically): You'll never make me believe Arminius is a traitor.

Vala (Puts down his pen with a decisive gesture): You are giving him three days to collect an army of auxiliaries. He has promised to meet you in the narrow mountain passes. He can just as easily attack you as join you.

Varus (Picks up paper knife and stabs impatiently at one of the scrolls on the table): But he won't. Even if I doubted his loyalty, I'd still go.

The road is through tribes who are thoroughly conquered and friendly to Rome.

Vala (Picks up his pen, dips it in the ink and shakes his head apprehensively): Fifteen thousand of the Emperor's best troops.

Varus (Steps back to his chair): Enough to take care of any situation in Germany. *(Sits down):* Besides, the Germans are all unarmed.

Vala (Sarcastically): As long as there's a rock in the road, a German is not unarmed,—particularly if you trust him enough to turn your back. *(Returns to his writing.)*

Varus (Reaches for a scroll on the desk, examines it a moment musingly, then looks up smiling vaguely at Vala): You don't even trust me, do you, Vala?

Vala (Looks him straight in the eyes): As a noble and patriotic Roman, yes. As a political and military strategist, no.

Varus (Stiffens): After all, Vala, you are addressing the Governor of Germany and commander of the Emperor's forces.

Vala (Coldly): Perhaps you would like to replace me with Hermann, the German.

Varus (Subsides and smiles): Forget it. We don't have time for idle quibbling. *(He looks down at the scroll in front of him and reaches for another with the air of one who must finish an urgent task):* Tonight I'll lead the legions out to a swift campaign, chastise these rebellious tribes and return to comfortable quarters for the winter. Meantime, you command the small force I'll leave here and keep the camp going. *(He concentrates on the open scrolls.)*

THE CURTAIN CLOSES TO INDICATE THE PASSAGE OF TIME— SEVERAL DAYS

When the curtain reopens, Vala is walking back and forth in front of the table, his arms folded over his chest and his brow furrowed with anxiety. A knock is heard at the left.

Vala (Anxiously): Come in.

Sirpicius (Enters with javelin and salutes): A runner disguised as a German has just entered the camp, Sir.

Vala: Send him in as soon as he gets breath enough to talk.

Sirpicius: Yes, sir. *(Salutes and leaves at left.)*

Vala goes behind his table, studies the map intently, sits down, leans forward on the table on his elbows with his arms out in front of him and his hands clasped tightly together. He stares dully into space.

There is a knock at the door at the left.

Vala (Anxiously): Come in.

Clemens (Draped in a bear skin like a German tribesman, enters and salutes): Centurion Clemens reporting from Governor Varus to General Vala.

Vala: Proceed.

While Clemens reports, Vala's face is set like stone. He gives no sign of emotion except the tightening of his clasped hands on the desk.

Clemens: The noble Varus orders Centurion Clemens to inform General Vala that Arminius has turned traitor. With forty thousand Germans, he fell upon the legions in the narrow mountain passes along the Weser and destroyed them. The battle raged for three days. The Romans fought with accustomed valor. But they were outnumbered, in unfamiliar terrain, and without reinforcements. On the third day, noble Varus saw that all was lost. He sent Centurion Clemens to beg General Vala and his small force here to escape to the Roman fortress on the Rhine.

Vala (Stolidly): And what of Varus?

Clemens: Dead, sir. Grievously wounded, he gave Centurion Clemens this message, then fell upon his sword.

Vala's grip tightens again on his clasped hands. He stares ahead unconscious of the runner. But in a moment, he remembers him.

Vala (Turns and speaks kindly to Clemens): That's all.

The messenger salutes and goes out at left.

Vala raises his clasped hands, his elbows propped on the table, and slowly drops his forehead to his tightly clenched fingers.

SLOW CURTAIN